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Department of Superintendence, Cincinnati, February 22-26, 1925.

FROM FRANCIS W. PARKER TO VOCATIONAL GUIDANCE

Every champion of vocational guidance should write "A Disciple of Francis W. Parker"; every trade school should put over the door, "Founded by Francis W. Parker"; every industrial school should have a tablet, "Memorial to Francis W. Parker"; every arts and crafts shoppe should issue a beautiful calendar, "In honor of the memory of Francis W. Parker"; the Swedish sloyd promoters should have said: "Thanks to Francis W. Parker," and every feature of manual training should have "Francis W. Parker" as a water mark. All this because all of these things must trace their historic professional pedigree back to Colonel Francis W. Parker in 1875.

"Learn to do by doing," the slogan Colonel Parker brought from Prussia for which he lived and died, has been to all of these great movements what "Richard Fairfax" is to the Herefords or "Longwater" to the Guernseys.

In Butler County, Ohio, there is a monument to the man who started the first swine herd book in America, and each year there is a celebration around that monument by the worshipers at the shrine of swine, but there is no monument to the man whose devotion to "learning to do by doing" within five years led Calvin M. Woodward of Fitchburg, Massachusetts, to introduce Russian manual training in a preparatory school of Washington University, St. Louis, and Colonel Parker's championship of Woodward and his abstract Russian manual training most heroically. The ideal was doing things for the sake of the doing with no possible return in value in the thing done.

The discussion of the importance of the thing done as well as of the doing led Boston to introduce Swedish sloyd, and the jack-knife was in action all over New England.

From England came "Arts and Crafts" to lend a halo of beauty to the useful, that resulted from the doing while learning to do. Then a quarter of a century from the time Colonel Parker began his crusade in Quincy the Prussian and the Russian, the Swedish and the British blossomed out in the American Industrial Education, which is everywhere, and then in the trade schools that are securely established, and these in vocational guidance which is humanizing the Prussian, the Russian, the Swedish, the British and the American activities which are so many strains in the Francis W. Parker breed of American education.

Why cannot there be an annual memorial service in Flora Cook's Francis W. Parker School in Chicago, which Mrs. Blaine has so appreciatively provided?

FABULOUS GIFTS TO EDUCATION

In one day George Eastman gave $15,000,000 to four colleges, and James B. Duke gave $40,000,000 to colleges, hospitals, and homes, $6,000,000 of which will give North Carolina a famous Duke University.

Rochester University gets $8,500,000 of Mr. Eastman's gift; Massachusetts Institute of Technology gets $4,500,000, and Hampton and Tuskegee get $1,000,000 each.

These follow close upon the famous Baker gift of $5,000,000 to Harvard, and it is whispered by those who think they know, that there are other fabulous gifts to be made in the near future by other men and women of limitless wealth.

We have been saying on the platform for three months that personal gifts, large and small, to colleges and universities have been greater in ten years than ever before, and if the Rockefeller and Carnegie gifts be elimi-

nated, more in five years than prior to the twentieth century. These three gifts make our statement even more significant. We are confident that there will be greatly enlarged gifts for two reasons.

First, the importance of education is appreciated by the well wishers of humanity as never before. This is as true of institutions of highest education, of science, industry, religion, agriculture and education as of negroes and illiterates. Education is the hope of the world.

Second, men of large wealth want to be sure that their wealth will continue to function for all time. No man of even moderate means fails to provide a cemetery lot where there is provision for the adequate care for all time, and the best assurance that a man's wealth will function advantageously for all time is to invest it in some institution that is safeguarded in every way for all future time. One has but to look in a daily paper almost any day to see how a man's wealth left to his sons and daughters can be disgracefully dissipated.

Today the greatest service a man's wealth can render the world for a long time will come from placing it in the keeping of educational institutions.

"WHAT WE HEAR IN MUSIC."

["What We Hear in Music." A Course of Study in Music History and Appreciation for Use in the Home, Music Clubs, Conservatories, High Schools, Normal Schools, Colleges, and Universities. By Anne Shaw Faulkner. Educational Department, Victor Talking Machine Company, Camden, New Jersey.]

Music is not only the universal language and the uniformly appreciated emotion but it is the classic of the ages, the one classic that loses nothing by being traditional; that has long been aristocratic without ever being autocratic: that has always been democratic without ever antagonizing aristocracy, because music is the highest democracy and the most universal aristocracy.

Music is classic to the listener as well as to the composer, to the fingers on the harp as to the voice of the artist, to the trumpeter as well as to the violinist, to the cymbalist as well as to the pianist.

A masterpiece in music has needed no "revision" in centuries. It is the phase of scripture that has had no quarrel with scientists, being literally the same yesterday, today, and forever. There has been no revelation that discounts the harpist or trumpets of Hebrew days, nothing in thousands of years has modified the Psalms of David. Through all civilization Heaven has been raised no higher than the enthronement of the "Hallelujah Chorus," which catches the most sacred vision of all time and glorifies the noblest aspirations of the saints of the ages.

Music has known no sex in saints. St. Cecilia has no comrade among men. The soprano, the highest human voice with the simplest melodic beauty and the most colorful cadenzas, and the contralto with the greatest range of the human voice challenges man as brilliantly as does her sister soprano.

Science is nowhere broader and art is nowhere higher than in music. Faith is nowhere deeper, and hope is nowhere more exalted in song.

The church has no saints so universally adored as are the saints of the opera and oratorio. All composers are Fundamentalists in faith in their science, and Modernists in the mastery of their art.

"What We Hear in Music," as Anne Shaw Faulkner has prepared it under the inspiration of Frances Elliott Clark, who has made the Victrola the most universal tonic of faith and hope, love and joy in the American school, has provided the noblest available history of music in its personalities and achievement through the ages that has been written, while at the same time it develops, as it has never been developed before, the art of helping persons, young and old, to learn to listen through one of the most brilliant accomplishments of the Victrola.

"What We Hear in Music" is a work of art, typographically and illustratively, is biographical art in all avenues of musical composers and performers, and is literary art in descriptive skill.

Americanization can never be attained by merely having people, young and old, speak and read the English language. Americanization is the American spirit in action.

THERE MUST BE A REMEDY

The following letter by the president of the City Board of Education, Pittsburgh, Pennsylvania, to the president of the American Federation of Labor tells its own story:—

The Board of Public Education,
Pittsburgh, Pa., November 7, 1924.

Samuel Gompers, President,
American Federation of Labor,
Care of Convention, El Paso, Texas.

Plasterers' strike has delayed completion of our schoolhouses for months. This strike is hitting our children and our taxpayers.

No question of wages, hours, or conditions of employment. Purely a contest for control of union terrazzo workers.

Our records for years show repeated delay in completion of schools because of unwarranted jurisdictional disputes between union trades.

Jurisdictional disputes involving no question of wages, working conditions or union labor are unwarranted and intolerable, and an outrage on the public. When in addition children are deprived of necessary schooling which they can never recover, such strikes are criminal.

We urge immediate resumption of work on our schools and a permanent method of preventing jurisdictional strikes on schoolhouses.

Before proceeding with an additional school building program involving six million dollars we want this question definitely settled.

Please acknowledge receipt and advise of action.

Board of Public Education,
Marcus Aaron,
President.

PERSONAL AND PROFESSIONAL RECOLLECTIONS OF A. E. WINSHIP

I have yielded to the temptation to write rather personally of some phases of professional life in the last eighty years, and they will appear in the Journal of Education, February 26, which is the issue nearest the birthday, February 24. It was never a temptation until I reread several things that I wrote from thirty to forty years ago and saw how clearly I prophesied. Then it dawned upon me that professional life has been one continuous prophecy, so that the plan broadened and the Journal of Education, February 26, will be purely personal.

HORACE MANN NUMBER, FEBRUARY 5

There seems to be a real demand for the publication of our articles on "Horace Mann, Personally and Professionally," in book form. We are not sure of the market value of such a book but we are sure that a "Horace Mann Number" of the Journal of Education is certainly needed, for this is the only "Personal and Professional Life of Horace Mann" that presents a real view of what he achieved and the conditions under which he achieved the three great professional accomplishments, namely, "Selling the Public Schools to the Public," "Selling to the Legislatures the Necessity of the Preparation of Teachers at Public Expense," and "The Necessity of Administrative Supervision."

Through this "Horace Mann Number" of the Journal of Education we make it possible to provide this personal and professional life for 10c. provided the orders are received by us on or before January 31. We think no greater service has been rendered to the public schools professionally than to make it possible to provide this Life at so low a price.

THE GREAT MONDAY EVENING

In the announcement for the McAndrew meeting of the Department of Superintendence at Cincinnati the Monday evening program was not included. It will be a great evening. Added to the other features there will be an address by Raymond Robbins of Chicago, than whom there is no more fascinating speaker. His subject, "A More Perfect Union: The Next Step the Outlawry of War." There certainly is no more vital subject just now.

CRITICISING THE "INS"

It is a temptation, sometimes a great temptation, to criticise school officials in office, but we have established the habit through experience to avoid censure of school officials in office.

We used to be very partisan. We were sure that we, and our friends, were always right, and when a professional friend was dislodged we used to break out in print—before we had a magazine that we could control. We doubt if anyone ever enjoyed watching the other side more than we did.

But years ago we discovered, or thought we did, that the fellow in office is entirely different from the fellow out of office, and for more than a third of a century we have let other fellows find fault with educational officials.

We have been quite stirred up sometimes when the "wrong" fellows got elected, but we have never regretted that we have not hampered anyone in office. If an officer has been in the wrong he has been easily disposed of without any of our help.

The amusing feature of it has been the ease with which we have been assailed for "changing our mind," and all sorts of mean motives have sometimes been attributed to us for "changing our mind," when the one thing we have not done has been to change our mind. We have been highly emphatic in the championing of the administration of Mr. X—, and when he lost out we have not lambasted those who defeated him. It is a part of our educational religion to stand by men and measures in whom, and in which, we believe. But when we have done everything in our power, and if our friends have done everything in their power, we have been defeated, we have always wanted the successful fighters to have a chance to do the best they knew how, and we have never yet known any person or group to retain power long if they abused their opportunity.

We have never known the profession to lack those who keep up a fight on other fellows, and while we often have a struggle with ourselves we do not change our mind when we promote those in office.

We may not like what is being done, but we do not think it is ever possible that the "ins" are all bad and the "outs" all good. We do not think it is good professional form to pretend that our friends out of office are the sum of all virtues, and those in office are the sum of all villainy.

No more do we think it is good professional form to pretend that when our friends were in office they did no wrong, and that they were put out of office because of their virtues.

We have no quarrel with those whose policy is radically different. We see no likelihood that education will soon run short of men who have never been in the wrong; whose friends have never been in the wrong; who when out of office would be saints if they and their friends could get back in office.

We are not needed by that group of saints, so, unless we "change our mind," we are likely to mind our own business while people are "in" even if we did not want to see them get in.

REPLY TO THE CONSTITUTIONAL ARGUMENT AGAINST THE STERLING-REED BILL

JOHN A. H. KEITH

State Normal School, Indiana, Pennsylvania

Some writers and speakers have recently set up the argument that there are three conditions in the Sterling-Reed Bill which invade and invalidate the rights reserved to the several states by the Tenth Amendment, and that, therefore, these provisions of the Bill are unconstitutional.

The three conditions referred to are found in Section 10 of the Bill, as follows:—

"Provided, however, That in order to share in the apportionment provided by this section, a State shall establish and maintain the following requirements unless prevented by constitutional limitations, in which case these requirements shall be approximated as nearly as constitutional provisions will permit: (a) a legal school term of at least twenty-four weeks in each year for the benefit of all children of school age in such state; (b) a compulsory school attendance law requiring all children between the ages of seven and fourteen to attend some school for at least twenty-four weeks in each year; (c) a law requiring that the English language shall be the basic language of instruction in the common school branches in all schools, public and private."

The argument has nothing to do with the desirability or reasonableness of these conditions but is directed solely against the fact of conditions themselves as a necessary prerequisite for participation in the subsidies provided in the Bill. The Tenth Amendment reserved "to the states respectively or to the people" the rights that were not denied to them or given to Congress, by the Constitution. The control of education is supposedly included in the list of the rights reserved to the states by the Tenth Amendment. And yet, despite the fact that we have had Federal Aid to education since 1785 legally and since 1787 as an accomplished overt act there has been no adverse court decision. This alone does not prove constitutionality or unconstitutionality. In the absence of any decision by the Supreme Court, the question is entirely academic, and yet it has a practical bearing.

The question may be discussed from many angles. The first and most important matter is to see if there are constitutional pegs on which the matter of Federal Aid to education may hang.

There is the "general welfare" clause of the Preamble. Article I., Section 8, Clause 1, declares that "The Congress shall have power: To lay and collect taxes . . . , to provide for the general welfare of the United States." In the eighteenth clause of the same section, Congress is given power "to make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof." Article IV., Section 3, Clause 2, says: "The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States."

The proponents of Federal Aid to education hold that all such aid is granted in promotion of the general welfare. They also claim that the money which comes into the Federal Treasury is a part of "the other property" of the United States and that, therefore, Congress may dispose of it for the general welfare, or for the promotion of education as a means of securing the general welfare. It is frankly conceded that there is no direct mandate compelling appropriations in aid of education.

It must be borne in mind that public education, as we know it today, had scarcely made a beginning by 1787. But the intention of the framers of the Constitution may be fairly inferred from previous acts, from current acts, and from subsequent acts of the Congress under the Articles of Confederation. Under this heading we note some interesting and important facts:—

1. The Continental Congress, in the Land Act of May, 1785, decreed (Journals of Congress, VI., p. 213) that the lot No. 16 of every township in the land to be surveyed in the Northwest Territory was to be dedicated "to the maintenance of public schools within the said township." It is fair to assume that the provision in the Constitution which says: "Congress shall have power to dispose of . . . . the territory and other property of the United States" was designed to approve of and to continue such acts as the Land Act of May, 1785.

2. Just at the time when the Constitutional Convention was in session in Philadelphia, the Congress was in session in New York. On July 23, 1787, Congress passed an act re-affirming the disposal of the public lands by the act of May, 1785,—and this was just ten days after the same Congress had passed the celebrated Ordinance of 1787. On this same day, July 23, 1787, Congress also authorized the sale of lands in Ohio to the Ohio Company, including in the authorization the setting aside of Lot No. 16 in each township for the maintenance of public schools and also providing "that land not amounting to more than two townships be given perpetually for the purpose of an university." (Ohio State University, Athens, Ohio.)

3. Later in the fall of 1787 Congress

authorized the "Symmes Grant" in Ohio, reserving specifically the sixteenth section for public schools and granting one township for a university (Miami University, Oxford, Ohio).

The inference is plain that the Continental Congress knew that it was disposing of the property of the United States for the purpose of promoting public education and that in so doing it was promoting the general welfare.

It is also fair to infer that the framers of the Constitution knew what the Continental Congress had done in these matters and sought to make such procedures constitutional by the text of the Constitution that has already been quoted.

There is another fact that is worthy of note in this connection, viz.: There were conditions attached to each one of these acts. The implication of the Land Act of 1785 is that a public school system is to be maintained as a condition of receiving the sixteenth section of each township. The strict constructionists maintain that Congress has no right to set up any condition relative to education. We have shown that the Continental Congress did this very thing. The condition of the Grant to the Ohio Company and to the Symmes Company of the sixteenth section is that public schools shall be maintained. There is also the condition that "an university" is to be established because of the townships or township of land granted by Congress.

It may be said that all of the preceding acts took place under the Articles of Confederation and not under the Constitution. That is true, but the same sort of thing has taken place under the Constitution as is shown by the following:—

1. The Act of 1802, which authorized the people of Ohio to form a constitution and state government provided that the sixteenth section should be given the inhabitants of each township "for the use of schools." There is clearly a condition that public schools must be established in each township. A Congressional act of 1803 "vested in trust in the legislature (of Ohio) all lands appropriated by the United States for the support of schools." The same sort of grant to townships with the state as trustee was followed in the grants to Indiana, Illinois, Alabama, Louisiana, and Missouri. Thereafter, Congressional grants of land for public schools and for state universities were made directly to the states. The grants for public schools were increased to two sections in 1848, and in 1889 Congress began a plan of "specific" grants to the states on admission. For example, Congress in 1889 granted Washington 100,000 acres of land for State Normal Schools. There is the condition that State Normal Schools should be established. Oklahoma, in 1907, was given 300,000 acres of land for State Normal Schools. The other states that received land for the establishment of State Normal Schools are North Dakota, 1889, 80,000 acres; South Dakota, 1889, 80,000 acres; Montana, 1889, 100,000 acres; Idaho, 1890, 100,000 acres; Utah, 1897, 100,000 acres; New Mexico, 1911, 100,000 acres; Arizona, 1911, 100,000 acres. A total of 1,260,000 acres of land was given by Congress to states on the condition that State Normal Schools be established. In a similar way six states received 580,000 acres of land to establish Reform Schools. Two states received 100,000 acres each for the establishment of military institutes. (See Cubberley and Elliott's "State and County School Administration," Vol. II., page 62. Reprinted in Keith and Bagley's "The Nation and the Schools," pp. 51-52.)

2. The Act admitting Illinois in 1818 gave to the state five per cent. of the net sales of the public lands within its borders with the proviso that two-fifths should be spent under the direction of Congress in making roads leading to the state; and "the residue to be appropriated, by the legislature of the state, for the encouragement of learning of which one-sixth part shall be exclusively bestowed on a college or university." Here is a directly, openly, and clearly expressed educational *condition* accompanying a grant of money (in prospect) to a state.

3. The first Morrill Act, of July, 1862, gave to each existing state and to new states as they were admitted to the Union "as many times 30,000 acres of land as it had in 1860 or has, at the time of admission, representatives in both houses of Congress." There was the condition that a college would be erected and maintained in which "such branches as are related to agriculture and the mechanic arts" should be taught and also "military tactics." Here are two clear *conditions* which each state agreed to carry out before it received the bounty of the Federal Government. Each state also agreed to use 90 per cent. of the proceeds of the sale of its lands for the creation of an Endowment Fund, "in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." In this accepted provision is certainly found a *condition* which the several states accepted.

4. The Hatch Act of March 2, 1887, provided for the establishment of an "Experiment Station" at each State College of Agriculture and Mechanic Arts, and provided an annual subsidy of $15,000.00 for each of such stations (which was increased by easy annual increments to $30,000.00 a year by the "Adams Act" of March, 1906). These experiment stations were to carry on original researches and verify experiments carried on elsewhere in certain fields limited by the Act of Congress. This Act also provided that each state must accept the conditions formally and agree to carry out the purposes of the Act. Here again we find conditions attached to the money grant.

5. The "Second Morrill Act" of August 30, 1890, provided "to more completely endow the

colleges established under the law of July 2, 1852," an annual subsidy of $15,000.00 (which was to grow by $1,000.00 increments to $25,000.00 and by the "Nelson Amendment" of March, 1907, was to increase by increments of $5,000.00 per annum to $50,000.00 annually). These amounts, says the Act, "shall be applicable only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their application in the industries of life and to the facilities for instruction." And, again, the states were required to accept the provisions of the act which certainly set up conditions.

6. The Smith-Lever Act, of May, 1914, provided for "agricultural extension" to be carried on by the states under definite restrictions which are really conditions—and the states also had to agree to the fifty-fifty clause which is clearly an agreement to a condition relative to a certain type and conduct of education.

7. The Smith-Hughes Act, of February, 1917. provides large subsidies on the fifty-fifty plan for the promotion of industrial and agricultural work "of less than college grade." The conditions set up in this Act are numerous and well known. The chief one that is really new is the required approval of a state's plans by the Federal Board for Vocational Education.

8. The Industrial Rehabilitation Act of 1920 is drawn on the same general lines as the Smith-Hughes Act.

The real facts and evidence as to the conditions that have been set up by the Federal Government in connection with appropriations of land and money to the states for educational purposes are contained in the preceding eight paragraphs. If, under the provisions of the Tenth Amendment, the states have complete control of education and cannot constitutionally accept any conditions imposed by the Federal Government, then each of the educational acts of Congress that have been listed in the preceding eight paragraphs is unconstitutional. The argument of those opposed to Federal aid as proposed in the Sterling-Reed Bill proves too much, if it proves anything.

We know from the "Oregon Case" that the Supreme Court does not agree with the contention that the states are supreme in education, at least, in the sense that a state can do away with all private and parochial schools and thus compel all children to attend the public school. The Supreme Court has also held unconstitutional a state enactment forbidding the teaching of German in public schools. In the face of such decisions, what shall we say of the sovereign power of the separate states over education? Could a state refuse to maintain any public school facilities?

There must be a common-sense ground between the extreme position of asserting the supreme sovereignty of the states in education and the enforcement of conditions by the Federal Government that deprive the states and communities of their control of education. In other words, since there can be no irreconcilable conflict between the educational interests of the states and of the nation, there ought to be no irreconcilable conflict over the conditions under which the Federal Government shall pay a share of the cost that is proportional to its interest and to its benefit therefrom.

As a matter of fact, there has been no decision by the United States Supreme Court *in re* the educational acts of the Federal Government that have been enumerated herein. Consequently neither side of the controversy over Federal aid and the conditions attached thereunto can claim that a final adjudication has been made. The proponents of Federal aid have the argument from precedent as set forth herein. They are also able to interpret, without having a negative decision of the Supreme Court cited to them, the preamble of the Constitution, the provisions of Article I., section 8, paragraph 1, giving Congress the power to collect taxes to provide for the general welfare, and the provision of Article IV., section 3, paragraph 2: "The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property of the United States," as giving Constitutional sanction to the existing educational acts of the Federal Government and as being constitutional warrant for the recent proposals that have been before Congress. If, in this faith and belief, they are in error, some way should be found at once to test the constitutionality of the Smith-Hughes Act or some similar act. Certainly, as things now stand, those who oppose the Sterling-Reed Bill on the ground of its unconstitutionality are unable to cite a directly adverse decision of the Supreme Court. This leaves them only assertion, asseveration, and a syllogism about whose premises there is no agreement. The matter should be settled by the Supreme Court; but, until it is, the force of precedent lies with those who support the principle of Federal aid to education as embodied in the Sterling-Reed Bill.

If instruction in agriculture can be defended in terms of the general welfare, so also can a minimum of a six months' term of school, and an attendance law that puts all children of school age into school, and a requirement that the English language shall be the basic language of instruction in all schools. The point lies, from the angle of constitutionality, not in the desirability of any of these provisions or conditions, but solely in the fact of conditions being basal for Federal aid. No one could possibly urge the Federal Government to spend money in the promotion of the general welfare except on the basis of reasonable certainty that the general welfare would be promoted by the proposed expendi-

ture. This reasonable certainty can exist only when the conditions under which the expenditure of Federal lands or money is made are known to be likely to result in the kind of general welfare desired. It is for this reason, and not with any desire "to invade the constitutional rights of the states," "to control education in the states," or "to create a Prussian bureaucracy in Washington" that Congress has passed educational acts in the past and that the Sterling-Reed Bill is urged by its advocates.

Nor do the proponents of the Sterling-Reed Bill go to the other extreme and stand upon the general proposition that Congress should do everything that has in it the possibility of promoting the general welfare. There are some clear and unmistakable constitutional limitations. Besides, neither individuals nor nations act consistently in terms that conform to the limitations of what different people may set up as logical. Within the limits of possible things, and more or less within the limits of the moral code, we pick and choose the necessary things and the expedient things. The proponents of the Sterling-Reed Bill do not favor the bill because they believe it to be constitutional, although they do believe it to be constitutional. Rather, they favor it because its provisions set up sensible ways of Federal stimulation of neglected and defective phases of education that are related to the general welfare, nationally considered, and because the enactment of the Bill would bring about the desirable results, promotive of the general welfare, toward which it is directed.

To this general position, the theoretical argument against the Sterling-Reed Bill, which is set forth in the opening paragraphs of this article, is inconclusive even on the strictly constitutional grounds on which it is urged.

LEAVES FROM A COUNTY SCHOOL SUPERINTENDENT'S DIARY —(XIX.)

MARY L. FULKERSON

Salem, Oregon

Another day! On the road at sunrise, in the mountains at nine o'clock and saluting Old Glory with the children at Upper Sand River is not a bad beginning for anybody's day. The clouds threatened rain, but we pay little attention to such threats. Even the execution of them does not worry us much. We cannot spare the time to stop work in deference to a mere rain storm.

The children in this little school did not wait until the first day of the new year to turn over a new leaf. They did it on the first day of school instead. They resolved to start in on a new grade and promoted themselves accordingly. The new teacher was therefore somewhat bewildered to find her pupils so extremely ignorant of the work in the lower grades. The pupils did not explain. Why should they? The teacher was there for the purpose of teaching them what they did not know. If she found it an unusual burden, was she not being paid good money for it? They were tired of the well-thumbed pages they had passed over the year before. They found nothing interesting in them last year so why retrace their steps? Naturally they sought new fields of endeavor, hoping that the clean, unexplored pages of the text might reveal something worthy of attention. At least they were willing to try any thing once. (Children are such innocent, hopeful beings—some of them!)

It was a perplexing situation and the poor teacher was lying awake counting sheep jumping over a fence, or dreaming of home and mother every night. I could only smile over it, and tell the pupils that they had overlooked the fact that the records showed different grading. Yet, if they were willing to apply themselves to a thorough review, I would come back within a few weeks and test their knowledge. They gleefully promised to be ready for me. They have a motive for reviewing now. They do not want me to catch them on any of these essentials, so they will work hard. Of course, I know that they are really going to learn what they should have learned last year from those tattered pages, but they think only of winning the game they are playing with us. So be it.

This tangle straightened, I said "Good-bye," and on up the little stream we went. The road became worse every minute, which is a habit peculiar to many mountain roads at this time of the year. Finally Sam said: "Here we rest." We managed to get Paul Bunyan parked by the side of the road where never car parked before, so that should any mountaineer chance to come along he could pass by. The mountain trail ahead of us looked too steep for anyone to climb before lunch, especially if one has indulged in an early breakfast. Who wants to carry a lunch basket while climbing a mountain anyway? Therefore, we set us down by a little waterfall and ate like two hungry school children at the morning recess on a day when the family washing is being done at home. It was only plain, wholesome food, but anything tastes like Thanksgiving turkey when you are climbing mountains. We packed the empty jars and packages back in the basket, for it is an insult to Old Mother Nature

to leave loose papers and broken egg shells lying around on her velvet carpet.

Then we started skyward, following the narrow trail. Beauty unspeakable lay all about us. Rocks, trees so tall that one must look twice to see the tops, mosses and ferns were everywhere in the most orderly confusion imaginable.

We would climb a few rods and then stop to regain breath while we gazed enraptured at the handiwork of the Great Artist whose brush never makes a false stroke. If I knew all the languages of the earth, if I could speak with all the tongues of men and of angels I should still lack the ability to describe the great mountains of God.

Onward and upward the trail led, around logs, over rocks, across abandoned homesteads, through an old forsaken stock barn, down into a little canyon where a saucy chipmunk laughed at me because I caught my toe in a big elk track and went over my shoe in mud, up from the canyon on to a little plateau and—we were there!

Sam, who was walking ahead carrying his gun lest the aforementioned big elk or an old mother bear should dispute the right of way, stopped in his tracks. "For the love o' Mike!" I heard him say in an awed tone. I stepped up by his side so that I could see what had so stirred his emotions. No wonder that they had sent for me to come and see that schoolhouse! There it stood like a spectre among the gigantic ferns. It reminded me of a death's head on a bottle of poison. It looked like Jericho of old after the Children of Israel had marched around it seven times, excepting that the walls were not all down and the ghost of a roof was still there. The window panes lay on the ground in glittering fragments. The lock on the door had served as a rifle target. That a school library had once been in existence was evident only by a few charred chapters of "Black Beauty" and "Lorna Doone" lying near the object that had erstwhile been a stove. The seats and desks had been rent asunder, the iron from the wood, and none left whole to rest a weary traveler or tell the story. The big unabridged dictionary had been torn from its dignified covers of sheepskin and its leaves carpeted the floor in one end of the room. Last, but not least, the composition blackboard, imported from the metropolis with such care and anxiety to replace the old painted boards, had been wrested from its mooring on the wall and its fragments used to accentuate the scene of destruction. On one of these pieces I found this inscription: "This is what happens to a schoolhouse at the end of a perfect day." Yea, verily, somebody's idea of perfection is sadly in need of revision.

The school board met me beside this grave of their hope for education for their children. For a few minutes we stood, as it were, enshrouded in gloom over the loss, for money comes hard to homesteaders in the mountains. Then from this heap of destruction arose the resolve to start again with better equipment than before.

I said: "If I had a truck I could go to the abandoned school thirty miles on the other side of the ridge and get all the furniture you need."

The deskless clerk of the board said: "I've got a small truck. I can go down and get the stuff and haul it as far as my place, and we can pack it in from there."

The chairless chairman said: "Boys, we're not beaten yet. Let's do it right while we are at it. We have to get new windows anyway, so let us put them in right and make it standard lighting. Let's paint it inside and out, and put on a new roof. We can all donate our work, and it won't cost us much to have an up-to-date school."

Then we all chattered like magpies and came away full of plans for the new school.

The vandals builded better than they knew, for it is the good loser who wins.

CHECKING UP ON THE TEACHER'S HEALTH

DR. KATHARINE H. K. WOLFE

Director of School Health, Public Schools, Lincoln, Nebraska

[Given at Health Education Conference, Cambridge, Massachusetts, June 23-28, 1924, arranged by Health Education Division, American Child Health Association.]

We have reason to believe that school systems are taking less care of their employees than industrial plants.

"How can we stimulate teachers in service to practice a full health program?" Such a program should include: (1) A personal health examination, and (2) a remedial and constructive health program following such examination. To be effective, such a program must indicate methods for stimulating all teachers (from the health enthusiast to the teacher with fixed wrong living habits) to practice a full health program. Teachers are influenced, even as children are, by the powers higher up. The child reflects his teacher in his living habits, the teacher her principal, the principal the superintendent, and the superintendent reflects, in greater or less degree, the sentiments of the community leaders.

A pedagogical head with a health vision and a resistent backbone has it in his power to set up a School Health Organization which will cause 100 per cent. of the teachers to build up their own health and deliver health goods to their pupils.

If it is necessary to stimulate the superin-

tendent, before the teacher in service can be reached, it can probably be done most effectively through community demand, as by the organization of a "Community Child Health Committee of One Hundred," made up of active leaders of men's and women's organizations in the community and in the school system, especially these already interested in child health. Such a committee was organized in Lincoln about two years ago to bring the problem of malnutrition in children to the attention of the community, and gain the community's approval for raising money to help pay teachers' tuition at Dr. Emerson's Nutrition Institute when he came to Lincoln. The Community Child Health Committee was largely responsible for the fact that forty-six teachers, principals, and supervisors in Lincoln registered for Dr. Emerson's course.

This committee consisted at first of fifty members, and the number was later increased to one hundred members. Today it would not be difficult to find two hundred members to serve on such a committee. When a special child-health problem arises the committee members are called to meet on twenty-four hours' notice at a twelve o'clock luncheon at our Chamber of Commerce Building. The response is enthusiastic. A committee of this sort exerts an influence which will open the eyes of any superintendent blind to the health needs of his teachers and pupils, and further gives him the support essential for success.

I have said that the full health program should include a physical examination for teachers. What evidence have we that such a periodic physical examination of teachers is needed? Very definite evidence was found when a study was made of absences, due to illness, of Lincoln teachers during the 1922-23 school year. It was found that:—

76.7 per cent. or 344 out of 448 teachers had been absent one-half or more days during the school year.

37.0 per cent. of the teachers had been absent three or more days.

The average time of absence per teacher, based on the total number of teachers in the system, was 2.6 days. Lincoln's 344 teachers were absent on account of illness, during the school year 1922-1923, a total of 1,388 days. The cost of substitute teachers for this period (at the average rate of $4.50 per day) amounts to $6,246.00.

A school district is justified in demanding that teachers who were absent three days or more during the previous school year shall have a medical examination. It should adopt the policy of insurance companies in employing expert medical examiners to do this work free of charge for all teachers willing to accept this service. Such a plan would:—

1. Attract the attention of all teachers to their health condition.

2. Provide the best medical service for teachers.

3. Reveal hidden physical defects and diseases and give the school medical examiner opportunity to urge corrective work.

4. Assure better quality of teaching from the regular teacher.

5. Diminish the cost of substitute teachers.

The problem of "How to stimulate teachers in service to practice a constructive health program" is at the very heart of health education. Personally I am convinced that the average teacher knows no more about "how to live properly" than the laity, and is just as desirous as other persons to gain reliable information on the subject.

Two years ago I talked to teachers of a poorly ventilated school building on school ventilation. Upon entering the room where the teachers had assembled I met an interesting situation. The air was fresh, with window sashes open at top and bottom, and most of the teachers wore their heavy overcoats and fur collars and looked their disapproval. I commented on their good ventilation, but called attention to the fact that the room was still rather too warm—seventy-two degrees instead of sixty-four to sixty-eight.

One teacher, muffled in a fur collar, said: "I am cold." I whispered up the aisle to her: "Wear extra unders and don't let any one know about it. When your blood is less anaemic you can dress like normal folks." I devoted my fifteen minutes not to ventilation, but to the function of the heat-regulating mechanism of the human machine, and the relation between overdressing indoors and susceptibility to colds. The windows of that building opened up. When teachers understand, their attitude and practices change.

To summarize, I would offer the following ten suggestions as helpful in stimulating teachers in service to practice a full health program:—

1. Organize a "Community Child Health Committee of One Hundred" to foster physical, mental and moral child health work.

2. Have an administrator with a health vision at the head of the school system.

3. Request all teachers who have been absent three or more days on account of illness during the previous school year to present evidence that they have had a complete medical examination by a physician in good standing.

4. Persuade the Board of Education to employ a medical examiner (a woman physician for women teachers) whose services shall be available free to all teachers desiring an annual medical examination.

5. Make every teacher a health teacher.

6. Make daily outdoor exercise (of at least twenty minutes a day, except on stormy days) compulsory for both teachers and pupils. Group children according to three physical types—strong, "borderline," weak—and put a teacher of the same physical type as the children in

charge of the group, to exercise with the group.

7. Outline health lessons for the use of teachers in each grade in the school system. These lessons should contain as many important facts connected with the subject of the lesson as possible, and should present health information in an interesting way and in simple enough language to appeal to, and be easily understood by all teachers.

8. Provide a full supply of the best reference books, charts, films, slides, apparatus, etc., on health subjects for the use of the teachers.

9. Bring local and out-of-town lecturers on health subjects into the school district as frequently as possible.

10. Provide a medical health leader for the school district—a real alive, gloriously healthy leader—one who is able by training and experience to be the enthusiastic directing force behind the thrones of the "Community Child Health Committee," and the superintendent of schools.

PHYSIOLOGY IN OUR PUBLIC SCHOOLS

ALBERT LEFFINGWELL, M. D.

[Reprinted from the Journal of Education July 6, 1894. Reprinted by request.]

Some time ago a circular was issued by the American Humane Association calling the attention of the public to those methods of instruction in our public schools whereby the facts of physiology are set forth by means of actual experimentation upon living creatures, or by the dissection of such animals, killed for that purpose only, and often in the presence of the pupils themselves. The statement that any such practice really existed, met at first with general incredulity. Even if vivisection were rarely done, it seemed improbable that children of public school age should be required to become familiar with the process of mutilation and the phenomena of death.

Of late, there has been a tendency in certain directions to revive this practice. In one sense the motive is right enough. No doctrine has been more sedulously inculcated during the past forty years than that the basis of all knowledge is observation and experiment. To accept any statement on another's testimony, when you can see it for yourself, is considered a sort of treason to the modern scientific spirit. No one thinks of teaching the phenomena pertaining to heat and light, to electricity and gravitation, for example, without illustration by some simple experiments. "Why, then," asks some enthusiastic young teacher, "should not all that varied phenomena of Life and Death which pertains to physiology be taught to young pupils in the same scientific way?"

There are two strong reasons why such methods of teaching should be strenuously prohibited in every school.

First, because of the danger of such instruction.

Second, because everything needful or desirable to be imparted to the young may be clearly and adequately taught without ever once drawing near to the line of danger, or demanding the sacrifice of life.

Among men of science the study of the mental and physical peculiarities of young children has excited, during recent years, no little interest. It has been discovered that if we take the pupils of any large public school and study them carefully as individuals,—physically, mentally and morally,—we shall find in each class a certain proportion below the normal standard. The sight may be imperfect, the hearing may be less acute; there are malformations of body, or confusion of colors; of all these defects a certain number will be found in every classroom. Test the mental capacity. Every teacher knows that in scores of cases the bright pupil is not over-diligent or the dull scholar blameworthy for his stupidity; that in quickness of perception, ability to grasp and comprehend, tenacity of memory, some scholars will be far above the average; while on the other hand, some will be found abnormally below it, dull of apprehension, quickly forgetful, difficult to arouse, or to interest in any mental work. A step or two below the mental state of some pupil—and the teacher admits that the border-line of simplicity or semi-idiocy would be nearly reached.

The difference in moral sensibility among the young is found to be equally well marked. No two pupils have precisely the same repugnance to wrong-doing in any direction, or manifest the same sense of honor and love of truth, the same hatred of cruelty, or the same tendency to sympathy. Just as a certain proportion of children are below the average in physical development or mental capacity, so, too, a definite proportion are imperfectly developed morally; and in many cases need but slight excitement to have aroused within them impulses to cruelty, vice and crime. They are "psychopathics"; a term which Professor James of Harvard University employed to denote an inborn aptitude to immoral actions in any direction. This aptitude may not be always awakened; doubtless in many cases, by education and continual normal environment it is gradually outgrown; but if it be once fairly aroused—so that a sense of gratification is incited by wrongdoing, there are no excesses of cruelty and crime to which these psychopathic children—these moral imbeciles—may not go. And curiously enough,

it is very often in the direction of cruelty—the infliction of pain—that the first incitement is directed.

Now before a class of pupils in a public school, suppose one illustrates the lesson by dissection of a rabbit or a cat, killed at that time and for that purpose. It is possible that the majority of students might have their attention fixed only upon the facts of anatomy thus illustrated. But to some others—children quite as likely as otherwise to have been most carefully trained, and to be the objects of most tender solicitude—there will come slowly creeping into consciousness a vague abnormal, horrible sense of satisfaction at the sight of this quivering flesh, yet ruddy with the warm blood of out-gone life. Which are the pupils that experience this arousing emotion? Will they confess it to you? Not at all. Yet they may be nearest and dearest to you by every human tie! It is you who have put them to a danger from which they should have been spared. You have aroused within them a sensation that is oftentimes the very mother of every cruelty. For out of this awakened sensation of abnormal pleasure at the sight of blood is born the instinct of murder, and the lowest tendencies of viciousness and crime.

There is yet another aspect of these methods of instruction—their influence upon all children who are entirely normal, but yet exceedingly sensitive to impressions. I do not hesitate to say that nothing such a child will learn by these lessons can ever compensate for the deleterious impression it may receive by the needless sacrifice of Life in its presence. Say what we will, there is a kind of moral deterioration inseparable from the act of killing anything which is doing us no harm. To put out of existence a noxious animal or insect is to obey the instinct of self-preservation; but to take a perfectly harmless creature, kin to the pet of many a child, and to deprive it of whatever joys come from living—simply that children may see how curiously Nature has constructed it—can hardly fail to give them a sense of wrongful complicity with deprivation of another's rights. Not long since I was talking with a young girl graduate of one of the principal female colleges in this country, and although she was greatly interested in the study of biology, she told me that a most distasteful impression was created among the girl-students by the fact that so many rabbits were killed to demonstrate what the sacrifice of a single life would have done equally well. Is it wise to blunt this sensibility regarding the sacredness of life? I am not referring to the psychopathic child, but to all children alike? There will come a time when, as young men and women, they should know how to prevent pain, by causing the painless termination of life; but for childhood, that lesson should be unlearned, and as far as possible delayed. The beauty, the grace, the excellence of all harmless living things is the lesson for children, rather than precocious intimacy with the mystery of Death.

Then, too, there is yet another danger. The desire, the ambition to imitate is one of the first instincts of conscious life. I question whether there was ever experiment in classroom that some child or children did not try to imitate it in private or by themselves. Suppose it is merely a dissection of a rabbit just killed. Some child or children will wish to repeat it—and kill the rabbit themselves. Then you have initiated childhood into private vivisection. Is that advisable? Admit that you caution your class against such repetitions. But you cannot easily convince an inquiring mind that what is right for the teacher to do in public may not also be copied in the privacy of his own room, and in the presence of his classmates.

Such methods of instruction are not only dangerous, but wholly unnecessary.

What is the purpose of lessons in school-physiology? Is it to start boys and girls on the road to a medical school? Certainly not. The one great object—in fact the only practical object—is simply to enforce on the minds of the pupils the lessons of hygiene. What are the plain rules for the preservation of health? What are the effects which may arise from use of tobacco, especially by the young? Wherein lies the danger of alcoholic stimulants? What injury to health comes from over-eating, from improper food, from bad ventilation, from constriction of the body by unhygienic dress? How do people ignorantly injure their digestion, their breathing capacity, the heart, the brain? How may typhoid fever be prevented? How does a community help to stamp out scarlet fever, diphtheria, measles, smallpox, and other epidemic diseases? What shall one do, in case of an accident, till the doctor comes? These are the lessons of practical hygiene which school children should be thoroughly taught. They are the lessons which instruction in physiology in schools was designed to impart, and the importance of which cannot be over-estimated. But surely it needs no killing of rabbits, cats or dogs, to make such lessons plain. Everything needful may be illustrated by colored charts and manikins. A quickly forgotten smattering of anatomy may indeed be learned by a child, dabbling its fingers in bloody tissues, but nothing which might not be better learned by other methods, without the danger of moral perversion, and at the cost of not a single pang.

Dangerous and unnecessary. These are the words which, in the august name of Science herself, may we not stamp upon all methods of instruction in our public schools which make for the brutalization of childhood by inducing early familiarity with the sacrifice of Life?

FUNDAMENTALS OF SOCIAL PSYCHOLOGY

[“Fundamentals of Social Psychology.” By Emory S. Bogardus. Cloth. 479 pages. New York: The Century Company.]

Emory S. Bogardus of the University of Southern California, Los Angeles, is one of the eminent constructive sociologists, an adventurer in sociology who never leaves a hangar without knowing where he will come to earth when he has been long enough in the air. His ventures are in an aeroplane rather than in a balloon. Bogardus first attracted nation-wide attention some twelve years ago when he wrote a masterful book on “The Relation of Fatigue to Industrial Workers.” Since then he has written several important books on sociology in action.

The “Fundamentals of Social Psychology” is not only the most important of his books but, probably, the most heroic adventure in social psychology that has appeared. It is the first adequate presentation of Interstimulation that we have seen. It is a most satisfactory approach to the social problems of the day.

Professor Bogardus does not expect to find a statement of a mere social example to be performed but seriously, frankly, psychologically faces the industrial, civic, social problems of the new day. There is nothing denunciatory of the conventional attitude toward racial problems, but a clear, positive vision of a New World.

If Bogardus has not created the word “interstimulation” he has so magnified it that it will be a headliner in sociology from now on. The word naturally eventuates from the study of “Intersocial Stimulation.”

In 1900 there was no book in America that bore the title, “Social Psychology,” and only one that printed it as a sub-title, and twelve years ago it had received slight attention, but today all intelligent treatment of industrial and community problems is approached from the standpoint of psychology, crude as it has been.

No one appreciated how blunderingly we were fooling with psychology until there was an attempt to harness it in real life. The phonograph was merely toying a great discovery until the talking machine gave us most delicate demonstrations of limitless musical possibilities. Wireless telegraphy was merely curiously interesting until there was occasion to broadcast vital messages immeasurable distances; then it became a world wonder. So social psychology was a good deal of an intellectual blunderbuss until it became a psychic factor in social evolution.

It now looks as though Bogardus has invented a socio-psychological spark plug, so to speak. It is quite possible that Bogardus with his interstimulation has made socially available the dissociated cylinders of the social psychology of Ross and Snedden, Howard and Ellenwood, McDougal and Wallis.

Bogardus starts in with seven natures—Human, affective, cognitive, habitual, social, mirrored and mirthful. He then “interstimulates” isolation, stimulation, communication, suggestion, imitation, fashion, custom and convention, diffusion, discrimination, discussion, accommodation, assimilation and socialization.

He devotes 130 pages to “Interstimulation” of Social Groups, Crowds, Mobs, Assemblies, Occupation Groups, and Groups of Opinion, Loyalties, Conflicts, Morale, Control, Control Agencies, and Control Products.

Bogardus closes his famous constructive study with “Interstimulation” in Leadership through Genius and Talent, Invention and Discovery, Mental and Social, Prestige Leadership, Democratic Leadership, Leadership in Social Change, and Leadership in World Progress.

For the first time in any book in this field interstimulation is investigated scientifically. The author considers interstimulation the very essence of social psychology; so he does not treat social psychology as merely the application of the psychology of the individual to the group, because such a treatment does not consider the factors in the interplay of one individual upon another or one group upon another. In his emphasis upon interstimulation Dr. Bogardus gives a new treatment of social psychology.

Strong emphasis is placed on attitudes, which are the product of personal experiences, as distinguished from opinions, which are derivative and often superficial. This is a basic distinction.

Bogardus believes in the modifiability of human nature and shows how groups, by providing all wholesome and constructive social stimuli for members from birth, may produce in a single generation a race with socially superior attitudes. He advances a new theory of democratic leadership.

We have seen no study of social, industrial and civic problems that is as sane and wholesome, as informing, interesting and inspiring, as constructively creative as is Bogardus in his “Fundamentals of Social Psychology.”

For the first time we see a discussion which leads up to an aristocracy with democracy which will ultimately terminate all autocracy. He shows conclusively that the natural affiliation of aristocracy is with democracy and not with autocracy. From any standpoint, political and social, educational and religious, we regard “Fundamentals of Social Psychology” as one of the noblest books of the day.

HOME WORK

KATHERINE M——

212 West 120th Street, New York City

My friends, the Beanses, live in "Jersey." Professor Beans lectures on physics and chemistry at Columbia, and after hours both he and little Mrs. Beans devote most of their time to the careful culture of the young Beanses, especially Betty. I was dining wih them last Saturday evening, when the topic of modern education rose to the surface from the troubled depths of the professor's sub-consciousness.

"Tell me," he began, looking down his benevolent nose, "will the new theories of education be any easier on the parents? I mean, will we have less home work? As it is now, every evening promptly after dinner Mrs. Beans and I get right at Betty's home work. Five nights a week we make no engagements, and as a consequence we are noticing a social languidness growing on us, which isn't good for my wife, at any rate. It isn't so bad when we get good marks," the good man continued wistfully, "but Betty is beginning to take a high tone with us when we don't make 'A.' It's a good many years since I studied English, and I wasn't such a wiz at it then, so sometimes I don't make good."

Consoling murmurs rose from around the table. The professor continued: "I am in real trouble tonight; for example, Betty came home in great distress yesterday over her home work assignment. It seems that the English class is studying 'The Ballad,' and the teacher has assigned an old ballad for comparison with Keats' 'La Belle Dame Sans Merci.' At that crucial moment Betty suffered a lapse of attention, and when she came to, all she had of the assignment was mere clue—a threadling, so to speak, for poor father and mother to trace up the lesson by. We have to find an old ballad that begins, 'True Thomas,' and that's all we know about it. This is Saturday night, and the home work has to be in on Monday morning!"

"If I had only known about it sooner!" said I; "there is a book of old ballads in the library at home." A wild hope lit up Professor Beans' serious face, but died out with the realization that Riverside Drive is a long way from Jersey.

"Well, I tried to get 'True Thomas'," he moaned. "I took the trolley up to the Englewood library as soon as I had gone over all our own books, but they never had heard of 'True Thomas' at Englewood, so I came back to Betty in tears—I mean Betty was crying. Well, we could never have a tragedy like that among the Beanses, so 'Never mind, Bet,' said I, 'tomorrow I have a Saturday morning class at the University, and I'll run down "True Thomas" if it takes all afternoon.' I had thought of going to the football game, but home work comes first: so after class I dismissed the students who were waiting for an interview, left an experiment in its critical stage, and leaped over to the reading room. Not blither was the mountain roe than I as I approached the desk; but do we think that the attendant had ever met 'True Thomas!' What are librarians thinking of that they do not know the well-known characters assigned for study by English teachers! This one counselled me to inquire at the main library, but faint with hunger I staggered over to the Faculty Club for lunch. At the entrance, by rare good luck, I met Patterson and Lyons—both Englishmen! 'Stop here,' said I, 'make no engagement to eat with anyone but me. I need both of you! In the name of modern education,' said I, after the soup, 'what ballad begins with "True Thomas"?' Both spoke at once, and to my intense envy and admiration informed me that the ballad was 'Thomas the Rymer.' 'Ah!' said I, 'the clouds begin to break,' and I explained about the home work for Monday. Patterson sympathized, being a father, so I made him write down volume, chapter and verse, and page, if he knew it, where I might find 'True Thomas.' He said it was in a book by Kittredge, so I swallowed the coffee burningly, and left for the library."

Here Professor Beans' kindly face became again overcast. "Didn't you find it?" we cried. He waved a melancholy hand.

"I ambled happily back to the main library," he groaned, "and asked for 'Kittredge.' 'No,' explained the patient anaemic at the desk, 'you don't do it that way. Go get a yellow slip and look up the name and number in the card catalogue.' I might have known that much at least, if I hadn't become so obsessed with one idea. But I lost my place in line and went back to the card boxes. There I found 'Kittredge'; and, gracious! what lots of Rhetorics that man wrote! There seems no excuse, to me, for so many in the world. But at last I ran down the ballad book, got its number and marched triumphantly back to the line sagging before the desk. After some time I handed in the yellow slip, and got a number—18—which would flash on a bulletin board when my book arrived. I then passed fifteen minutes leaning first on one elbow, then on the other, but the non-existence of the word 'fail' in youth's bright lexicon (as well as the words 'True Thomas') sustained me, and visions of finished home work and Betty's approbation cheered me. Ah! number 18 at last! I plunged impulsively up to the sphinx, and demanded 'True Thomas's' habitat. 'Sign here,' he remarked in level tones, pushing me a white slip, 'your name and address!'

"'But why do I sign this slip?' I quavered,

'my number's 18; it's up on the board now.'

"'Book can't be found; we'll have to give a thorough search for it,' intoned the attendant. 'Let you know when it is found.'

"'But have a heart, man!' cried I, 'this is *home work!* I can't wait till you search the University for that book!'"

"Didn't he laugh?" I asked, trying to give a frivolous note to the tragedy.

"Laugh! No! He's a New Yorker. He didn't see anything funny in human agony," replied Professor Beans. "I turned from that library a weary, embittered old man; ashamed to go home and face my wife and family. No home work ready for Monday morning! And here it is Saturday night."

Pretty Mrs. Beans wrinkled her forehead. "I *can* get down to Brentano's early Monday morning," she mused, "and at least get the *book* up to Betty at school before the English period." Here the guests gently insisted on turning the conversation to less harassing topics, as our hosts were noticeably getting into a blue funk.

On Sunday morning I got down Gummere's "Old English Ballads" from the shelf, took the Sunday cover off the typewriter, and before church, carefully copied the charming ballad of "Thomas the Rymer"; hurried to the "naborhood drugstore," affixed a special delivery stamp on the envelope, and dispatched "True Thomas" to Professor Beans in Jersey.

On Monday evening I received this grateful note from Mrs. Beans:—

"Dear Katherine: It would take a half-day to write you all the humble messages of thanks that Professor bids me convey to you. He was just ready to leave for New York Public Library, or somewhere, to spend Sunday, if necessary, doing home work, though he had several other occupations crying for his time. He solemnly promises that when we get our grade, we will share it with you, though it will have to be a high one to go around, as some of it must go to the university professors enlisted in the cause last Saturday. When Betty's big tears come, as they did this time, there is nothing to do but find a remedy, and incidentally establish our own reputation. . . . Come over next Sunday for supper. We will try to have home work all out of the way before then."

LISTENING

Somehow things don't look as they used to
  Now my hair is turning white;
And I'm looking at the sunset
  As I travel toward the night.

Now I watch the glowing embers
  As I sit beside the hearth,
Behind the flames I see pictures
  Life has strewn along my path.

Now methinks I hear the voices,
  Voices that I used to know;
Songs of birds and songs of playmates
  That I heard so long ago.

Listen! don't you hear that partridge drumming
  Over yonder on the log?
Don't you hear that woodchuck whistle
  As he argues with a dog?

Listen! Don't you hear the church bell ringing
  Calling everyone to prayer?
Don't you hear your mother singing
  As she curls your silken hair?

Listen! Now I hear my parents telling
  Of the path that I should keep—
May I always hear them whisper
  Till "I lay me down to sleep."

—Old Hayseed in Monadnock Breeze.

MAKING HISTORY HUMAN

H. C. FISH

Ellensburg, Washington

During the past few years no study has gone through a greater change than history. As an instructor in a Teachers' College I have carefully gathered data for the past fifteen years on this most interesting subject of history teaching. Many of the students came to the classroom either hating history or they were confounded by the mysterious jumble of dates and events and epochs and characters. Very few of the thousands who have come my way have really loved the subject. The reason is because it has not been understood nor taught understandingly.

History is the narration of the success or failure of human lives and human actions. History is life. History is folks acting on the stage of humanity. We all enjoy folks, and we like to know their lives of happiness and trials, for so many of their experiences fit into our very being. History as a human tale that is told should be the most interesting of all classroom experiences.

The old methods are still in vogue, and a short résumé may call to mind some of our early classroom days. Back in 1824 Rev. Charles A. Goodrich wrote a history of the United States for the youth of the land, and in the helps to teachers he says: "That portion in larger type should be committed to memory." We smile at this, and yet only recently a student in her early thirties told me she had to learn all her history in that way, and then she demonstrated her ability to recite two pages of English history as she had learned it years ago. This method of teaching is almost a thing of the past.

Another bad method which comes to my attention most often is the teaching by paragraph or page. From day to day the teacher does not connect the history, and as far as the student is concerned the events are not related. Along with this method I have found many bitter experiences of students who wished to discuss related topics of supplementary reading, but who were browbeaten and compelled to stick close to the text. This method has caused many undying grudges against history.

In the past dates have been bugbears to many an interested student. Dates are guide posts to let us know where we are, whither we are going, or how far we have gone. A few dates are an essential part of history and they must be learned. But to give a real live American group of boys and girls seventy-nine dates in United States history and expect them to learn every date and its significance is a tragedy of a history classroom, and yet during the past three years a number of students have related with feeling their experience of learning too many dates.

The average teacher tries to teach too many events. Recently I visited a classroom where the ambitious teacher wanted to have the pupils grasp one important event a day. That would give her over one hundred and fifty events a year. How much better it would have been to teach at least one big important event a week which would be remembered than this forced method of feeding.

Recently a school man, who should have known better, said: "When we get through studying wars with their campaigns . . ." For years wars with their campaigns neatly worked out have been in the discard, but the cause and effects of the war; stories of deeds of note; how folks lived at home and on the battle field are all of interest to the average student. The notebook and the mapbook have often been more important to the teacher than the real data written on the brain of the student.

These old methods and many of their kin are slowly going into the junk heap of battered and embittered experiences of the past. History is not a dry-as-dust subject, but it is made of blood and sinew, the strength and frailties and the growing social, economic, industrial, religious life of mankind.

It is easy to see the continuity of our own lives as we live from year to year, so why cannot we see the same in our history teaching? The average student will grasp the flow of years in history, for he has felt how related our every act is in the community. Closely related are the cause and result in our study of history. Today many of the events of the past early days of our land are showing the fulfilment of the desires and aspirations of the folks who laid the foundation stones. After going over this method many times the student will tell with some degree of accuracy the effect of certain important events in our history, and it can be worked out with pleasure and profit to the class.

The past should be tied to the present at all times. Those provisions of the Magna Charta, the parliamentary reforms between 1295 and 1400, can be readily seen in our state legislative laws, where there are provisions so nearly like the originals that they seem like an elder brother. The events of the critical period of our history can be compared with the problems after the World War. Many of those soldiers of that long-ago time lost their property because of the mortgage foreclosure, and we are all aware of the laws passed to protect our soldiers along this line.

Our folks in history were human with all the strength and weakness of present-day mortals, yet we are not going out of our way to teach the weakness of these men, nor are we going to make them into gods to be looked upon with awe. These historical characters

are our friends, and as friends we will shield their faults or lay a foundation showing the times and the occasion for some digression from the path of wisdom.

As teachers of history we should see into the future and teach those events with a vision for bigger and better lives to rule over our land. When the Panama Canal was built we started to realize that the largest problems of the future were in the Orient. We realized that the manufacturing districts of the East must necessarily come to the West to take care of the stupendous commerce which would flow to the Puget Sound ports from the billion of folks around the rim of the Pacific.

While we are teaching our human history we should keep in mind the individual responsibility toward that better day when our history classes will rule our country. Never in the history of the world has the history teacher had more wonderful opportunity to teach the human side than now when we are entering into our new conception of a universal brotherhood.

STUDY THE CONSTITUTION OF THE UNITED STATES

The National Security League was founded on the principle that "Knowledge by the people is the sole basis of National Security." As the healthy human body is immune against most diseases, so the body politic, fortified by sound knowledge of our system of government, is proof against social and economic fallacies.

In this belief the League began in 1918 to popularize the study of the Constitution of the United States. Through the Civic Department it reached teachers and pupils and women's clubs in every state; under Mr. Taylor's leadership laws requiring the teaching of the Constitution have been enacted in twenty-eight states and similar laws will be promoted in the remaining states. At the request of school authorities aid has been given to revising courses of study in many states and cities. The League's plan for high school study and speechmaking on the Constitution has been adopted and promoted by newspapers on a nation-wide scale enlisting over a million young contestants. The major prize, $3,500, was won by a seventeen-year-old League member, one of the pupils by correspondence.

Through Mr. Taylor's prize offer it was demonstrated that children from the sixth grade of the average age of twelve years can understand and write dramatizations of the Constitution's guarantees of liberty and the protection of individual rights. Surveys of courses of study have been undertaken and the co-operation of leading educators in every state obtained. Thousands of personal letters come to the civic secretary every year, carrying inquiries about the content and meaning of the Constitution and best methods of teaching it. The League began one observance of "Constitution Day," now widely observed throughout the country, and its efforts and success in popularizing the Constitution have been imitated by many later formed organizations having the same general aim.

Among many important results of the League's campaign is a now very general requirement that graduates of colleges, high schools and normal schools shall pass an examination on the Constitution of the United States as a prerequisite to a diploma. Fifteen normal schools in thirteen states are experimenting with Miss Leighton's course on the Constitution for normal schools. Many schools are using her pamphlet, "Our Constitution in My Town and My Life." The League has distributed on request 500,000 copies of the "Catechism of the Constitution" in twelve lessons. The League has also distributed two editions of "The Constitution of the United States," by James M. Beck. Two series of questions on the Constitution, prepared by members of Mr. Taylor's committee of eminent educators, have been widely printed by the newspapers of the country, and the educational magazines have featured Mr. Taylor's statement on Constitution teaching, articles by Miss Leighton and other League material. The Speakers' Bureau has co-operated in lectures and addresses before national and local organizations.

One result of the awakened popular interest is a flood of books on the Constitution, practically every well known publisher having added one or more to his list, while pamphlets printed on the subject in the last six years are almost beyond number. Ten of these, however, stress the fundamental principles of the Constitution. The knowledge of these principles gives the only valid test of proposed legislation and amendments. Many books have been submitted to the League before publication, many others have been reviewed on request.

The League's help in Constitution study and teaching has been requested from every state and territory and has reached into some part of every school system under the United States flag.

PROMOTING CHILD HEALTH

The American Child Health Association, 370 Seventh Avenue, New York, is doing the most satisfactory scientific work for child health of which we know. We had an opportunity to study in detail the first Child Health Demonstration at Fargo, North Dakota, last February, which accounts for our keen interest in the selection of Salem, Marion County, Oregon, for its Far Western Child Health Demonstration.

As always the selection was made by the Child Health Demonstration Committee, only after careful weighing of applications from more than thirty cities and counties in the eleven Pacific Coast and Rocky Mountain States which made application to the committee. Study of these applications and of the whole Western health situation began in March, the committee considering not only the degree of need of child health work in the different local communities, but also the conditions and resources of each applicant community as a demonstration and educational centre which should influence a wider territory.

The selection of Marion County assures the interest and co-operation of the state and county health and education leaders. Its population, estimated at 55,000, is 90 per cent. American born. It is essentially rural—Salem, the state capital, having a population of 25,000. The county's varied crops—berries, nuts, hops, flax—and its developing dairying and canning interests indicate a greater variety and stability of resources than in a one-crop or one-industry community.

These industries present also perplexing child health problems incident to a chronic migratory labor population, and common to a large area of the Far West. This group is variously estimated, in Marion County, at from three to ten thousand. An attempt will be made to work out a practical plan for their health and educational needs.

Since a school health program includes health supervision as well as instruction both at school and at home, for its complete development, the co-operation of the physician, nurse, teacher and parent is required. The health education program in the schools is therefore closely incorporated with the entire child health program as carried on by the demonstration.

In the three communities where the Commonwealth Fund already has demonstrations, there has been included among the demonstration staff in each case a very well qualified director of health education who has been accepted as a member of the local Board of Education, and who has been charged with the responsibility of developing in the local schools a system of health education which is gradually becoming thoroughly incorporated into the fabric of the existing school system. The purpose of such a program is in every case to develop effective health habits in the children and to give them, in addition, the necessary attitudes and knowledge concerning healthful behavior which will insure the realization of the aims of the demonstration.

In each of the three other demonstration communities where there are institutions for the training of teachers, these institutions are working increasingly closely with the demonstrations in developing opportunities for training teachers to carry on health education—not only in the demonstration centres but in all the schools in the state into which graduates of these schools and colleges go.

The directors of those demonstrations are in close touch with nationally known leaders in health education and it is their effort to bring to the demonstrations the best knowledge and skill that there is at present available in this field.

The Salem School Board offered the demonstration staff a conveniently located and completely equipped house for the demonstration headquarters. Maintenance and upkeep are assured by the civic clubs of the city. The citizens of the county have pledged early establishment of a full-time county health unit, and their purpose is to increase the county's appropriations for child health each year, until at the end of five years they have

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taken over the responsibility, financial and administrative, for the complete program.

The entire program is under the Child Health Demonstration Committee, representing jointly the American Child Health Association and the Commonwealth Fund. The director is Courtenay Dinwiddie, general executive of the association. The chairman of the committee is the director of the Commonwealth Fund, which is financing the expenses necessary from other than local sources.

REPORTS FROM THE EDUCATIONAL FIELD

MABEL M. ANDERSON

[We shall appreciate it if those who send in Reports and Documents will check notably important and progressive movements.]

COLLEGE CREDIT FOR PROFESSIONAL SERVICE

The Boston Teachers Club has presented a petition to the Board of Superintendents asking that college credit be granted to teachers of Boston seeking a degree at the Teachers' College of the City of Boston; such credit to be two points for every year of service, from the sixth to the twentieth year of service, inclusive. The first five years of service are covered by the promotional examinations.

The reasons for the petition are given at length in the Boston Teachers' Newsletter for November. We are convinced, says the petition, that an affirmative answer would mark a forward step in the educational leadership of Boston and that its result would be far reaching and of inestimable value.

MANUAL FOR HIGH SCHOOLS OF MASSACHUSETTS

Supervisor Frank P. Morse of the state department of education has just issued a manual for the management of high schools which is comprehensive and practical. While it deals with a wide variety of topics of great importance in the organization of secondary schools it has avoided theories or practices which are not based on success in operation and supported by sound opinion.

AN APPRECIATION LESSON IN LATIN

Leroy K. Houghton, sub-master of the Robert G. Shaw School, Boston, gives in the November number of the Boston Teachers' Newsletter, a description of a lesson in Latin based on a translation of the story of the eruption of Mount Vesuvius found in the back of Pearson's Essentials of Latin, which is exactly in line with the modern methods suggested in the Classical Report.

Mr. Houghton follows the seven steps in appreciation technique developed by Dr. Wilson. The background was formed through the study in Ancient History of the letters of Pliny and by easy approach through oral composition and geography lessons on Italy. A map of Italy is on the wall and pictures of Vesuvius are distributed through the class.

The teacher reads the story through in Latin with proper inflections as carefully as one would read in English. Then the pupils translate at sight and discuss the text, thus obtaining a picture of the eruption of Mount Vesuvius from the actual reading of the Latin words, altogether apart from anything they have ever read in English about it. The value of this is enhanced from the fact that the story is adapted from the account of Pliny the Younger, an eye-witness of the terrible catastrophe.

THE CHICAGO AND COOK COUNTY SCHOOL FOR BOYS

This school takes the place of a county institution for the delinquent boys of Cook County, the major part of which is in the city of Chicago. Boys from ten to sixteen years of age are committed here on an indeterminate sentence.

There are no bars on the windows and not even a fence around the grounds. The effect of good food, good beds, pleasant surroundings and kind treatment in halting delinquent tendencies has been in evidence. The absence of corporal punishment also comes as a surprise. Only in rare cases does a boy become so unruly that he is unaffected by deprivation of privileges or extension of his stay.

The home records of these boys, however, show that they are anti-social as do also their employment records.

The boys do much of the work of the school, but the instructors give instruction in play leadership and a Boy Scout troop has been organized. The boy is kept in touch with his home by letters and visits of parents and may go home for a visit at certain intervals if his conduct record is good.

PRIVATE SCHOOL AND STATE LAWS

The National Catholic Welfare Conference has just issued a bulletin giving the text and also a classified summary of all state laws governing private schools in 1924, together with state constitutional provisions and some important judicial opinions; also state laws and state supreme court decisions governing Bible reading in the public schools.

No attempt is made to interpret any law. The legislation is simply given by states with a summary for ready reference.

The editor, Charles N. Lischka, says that as the future of private education rests largely in the hands of the courts it is important to know the attitudes of the courts towards some of the problems of private education.

SAFETY EDUCATION IN MASSACHUSETTS

Feeling keenly the need for training from the earliest years in the principles and practice of safety education, the State Board of Education has issued suggestions for a program of safety education which it is hoped will be of use to teachers and parents. The department was assisted by a committee including such well-known and practical educators as Superintendent Charles Perkins of Nahant, Assistant Superintendent Mabel C. Bragg of Newton, Superintendent Oscar Gallagher of Brookline, Superintendent John C. Davis of Needham, and Superintendent Harrie J. Phipps of Northbridge.

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Two hundred eighty-nine package libraries were loaned to citizens of South Carolina living in every county of the state in October, 1924. The 289 libraries contained approximately 1,500 articles composed of clippings, bulletins and special material. High school students and teachers borrowed 459 orations, readings and recitations during the month. More than eleven hundred people had the benefit of this package service.

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BIBLIOGRAPHY OF TESTS AND MEASUREMENTS

The Bureau of Education has compiled this valuable list of tests and measurements published in books or magazines from January 1, 1918, to June 30, 1922. It fills 230 closely printed pages and the tests are classified under the different subjects, making the list easy for reference.

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SALARY AND TENURE OF VOCATIONAL TEACHERS IN MISSOURI

The Bulletin of the State Board for Vocational Agriculture of Missouri says in a recent bulletin that the work of the teachers of vocational agriculture in the state is just cause for pride. The men are well prepared and have sold the idea of vocational agriculture to the community in a very satisfactory manner. The school superintendents, also, have given the work their most loyal support.

Seventy-two teachers have held their present positions for two years or more at an average salary of $2,550.70. The average yearly salary for teachers with no previous experience is $2,236.65. There are ninety-three schools teaching the subject with a total of ninety-four teachers, and a total enrollment of 2,261 students.

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THE STORY OF THE ALLEGHANY VALLEY

Superintendent A. D. Endsley of Tarentum, Pa., has done a unique and valuable bit of work in having compiled for Education Week a brief history of the Alleghany Valley. This sketch by George D. Stuart will prove a helpful addition to the history teacher's library. It gives the story of the early Indian tribes that inhabited the valley; follows this with a brief account of the French and Indian struggle; describes the part taken by the people of the region in the War for Independence; and closes with an account of the lives of some of the early settlers.

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On account of the cut made by the Wyoming legislature in 1923 it has been deemed advisable by the state department of education to dispense with the rural school inspector for the present. The board has decided to ask the 1925 legislature for a special appropriation for the salary and expenses of a rural school worker.

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The elementary school curriculum of Ithaca, N.Y., has expanded from reading, writing, spelling, arithmetic and the Bible in 1775 to seventeen courses in 1900. The per capita cost per pupil for 1924 is $84.81.

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SCHOOL FOR ADULTS IN PRISONS

The report of the Bureau of Education shows that of forty-eight prisons reporting in the United States and Canada, thirty-nine have schools for the inmates. The number of illiterates in the prisons is 2,859, 5.6 per cent. The per cent. of men in school is 18.33, 15 per cent. of these are under twenty years of age, 42 per cent. between twenty and thirty years, and 43 per cent. over thirty years. These figures show that while the school idea has been widely accepted in theory, it has been put into effective operation in but very few prisons. The schools have not as yet been given the degree of importance that they should have in prison communities. Neither are the teachers receiving the consideration due to their position and influence.

The chief function of an ideal prison school is to salvage lives that have drifted or been driven ashore along the stream of social influences. To accomplish their task prison schools must be special schools of character rather than schools of economic efficiency.

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TESTS AND MEASUREMENTS IN NEW BRITAIN, CONNECTICUT

The establishment of a department of tests and measurements in the schools of this New England manufacturing city has greatly aided in securing a better classification of the children and a better adaptation of methods and materials to their varied abilities. The result is that each child is known better than ever before; teaching is becoming far more interesting, technical and humane; the children are happier in their work; and their successful progress has been increased in three years from 92 per cent. to approximately 96 per cent. in 1923. In 1911 it was only 86 per cent.

This increased efficiency resulting from the work of this department, says Superintendent David Gibbs in his annual report, has saved over $80,000 of overhead production losses due to failure of regular advancement of pupils at an expenditure of less than one-tenth of that amount.

EDUCATIONAL FORUM

HENRY FORD'S RECORD.

[C. W. Barron, in the Boston News Bureau.]

Twenty-five years ago Henry Ford was an unknown mechanic experimenting in a back shed with a contrivance to abolish the horse on the highway. In the succeeding quarter of a century he has to date made this record:—

First—Taken leadership in motor transportation with a total production of nearly 11,000,000 cars, giving the world the cheapest machinery per horsepower and the cheapest transportation machinery ever known.

Second—Entered the high-class motor field, taking up the work of the Lelands and steadily perfecting the Lincoln car.

Third—To further displace the horse, he has entered the farm tractor field on the same principles as with the Ford motor car—the largest output at the lowest possible price. And he is today the largest maker of farm tractors, with more than half the world output.

Fourth—He has entered the railroad field, reorganizing a bankrupt road of 480 miles and has put it on a paying basis and begun its electrification.

Fifth—He has entered the coal mining industry, investing ten millions in the Pond Creek Coal Mines, producing the highest grade bituminous coal.

Sixth—He has opened lumber camps in Michigan, and is economically cutting his own timber on an improved scientific basis where one lumberman now produces five times as much as before. Underbrush is cleared up, by-products are utilized, forest fires eliminated and reforestation follows cutting.

Seventh—He is mining and shipping ore from his own iron mines.

Eighth—He has entered the iron and steel business with big blast furnaces on the River Rouge, under all the latest scientific improvements for melting ore and producing iron and steel and utilizing by-products.

Ninth—He has entered the shipping business with his own vessels that take his products to various United States ports and to South America and Europe.

These industries he has entered not for the purpose of profit, but for the purpose of insuring a steady supply and keeping down costs.

Tenth—He is revolutionizing farming not only by the motor and the tractor and scientific research, but by pioneering in the way of turning released farm labor in the unproductive season over to small factory units operated by developed electric power from harnessed home streams.

Eleventh—He is growing flax on a large scale, aiming to supplant the use of cotton in automobile linings and tires.

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AARON BURR'S DAY.

Dear Mr. Winship: Your write-up of Aaron Burr in the Journal for October 23 is a fine piece of work. It ought to be printed in a little brochure for use in high school classes; it has great historical and biographical value.

I do not quarrel with your statement that you have no apology to offer for the duel. As a present-day proposition, and applying to "the code" as a custom, no apology should be made for it; but a century and a quarter ago things were different. Men must be judged by the customs of the times in which they live.

Dueling was common in Europe down to very recent times, and on the continent the early part of the nineteenth century was a period when it was uncommonly prevalent.

Many eminent men, good men, were duelists. To name only a few, there were King David, the sweet singer of Israel, Lord Mohun, the Duke of Hamilton, Henry Clay, John Randolph, Andrew Jackson, Thomas H. Benton, Charles Dickinson (killed by Andrew Jackson in a duel). Even Abraham Lincoln, who met Colonel Shields on "the field of honor." Of course only the legal and not the moral aspect of a duel depends on the outcome, whether fatal or otherwise.

We do not now approve of betting on horse races, nor buying lottery tickets, and would not care to vote for a candidate for the presidency who was fond of horseracing and who approved of lotteries; but George Washington was fond of and patronized both races and lotteries, and the fact is no discredit to his memory.

Outside of the field of mathematics all things are relative; there are no absolute standards of morality, much less of conventional rules of conduct. Solomon was a polygamist, Jefferson a slaveholder, Burr a duelist. But this should not, and in the estimate of thinking people does not, detract from the reputation of these men.

It is a rather interesting fact that the first duel fought in North America occurred at Plymouth, Massachusetts, only a year after the landing of the Mayflower. This is nothing for the numerous progeny of the Pilgrims to apologize for; nor need any Bostonian be ashamed to admit the truth that immediately before the Revolution Boston was a nest of pirates and smugglers.

S. Y. Gillan.

Milwaukee, Wisconsin.
October 29, 1924.

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CROSS-WORD PUZZLES

[Los Angeles Times.]

Everyone who has observed life of people here in the United States over a period of years can recall games, songs, catchwords and fashions that swept the country like wildfire, becoming immensely popular in an astonishingly short time, but soon losing their hold on the people's fancy. The passion for cross-word puzzles now manifesting itself is a rather unique craze in that it meets with the commendation of persons who are usually not in sympathy with fads. The reason for their approving attitude is that solution of these fascinating puzzles creates thirst for knowledge, broadens the mind and stimulates the imagination.

Never before in all probability were men and women, boys and girls, consulting the dictionary and the encyclopedia for elusive words to the extent that they now are. They are learning about birds, beasts, chemicals, battles, treaties, eminent men of the past and present—everything, in fact, that has a name that can be worked into a puzzle. They are enriching their vocabularies and improving their orthography.

There are things which might improve the mind more, but as a diversion the cross-word puzzle takes a new position in mental gymnastics. One of the great beauties of cross-word puzzles is that they cost nothing and there is an infinite variety to them.

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Domestic reindeer herds in Alaska are now worth $1,550,000 more than the United States paid to Russia in 1867 for the entire Territory.

Of the whole number of reindeer, approximately 350,000, about 235,000 are owned by natives. The deer supply to their owners not only food and clothing, but a livelihood. The entire industry has developed since 1892.

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There will be three women in the Nebraska Legislature, the first ever elected in Nebraska.

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Professor J. A. Jeams, of the Royal Astronomical Society of Great Britain, says the age of a star is millions of millions of years, and that the sun radiates 4,000,000 tons of itself away every second.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

UNIT STUDIES IN GEOGRAPHY. By Rose B. Clark, Nebraska Wesleyan University. Cloth. 250 pages. Yonkers-on-Hudson: The World Book Company.

No subject is more universally appealing than geography, and none has produced more remarkable school books, geographies with genuine genius of authors and publishers' masterfulness with maps and illustrations. It would seem as though no field could be left for further demonstration of genius, but Rose B. Clark of Nebraska Wesleyan University has produced something delightfully new in her "Unit Studies in Geography." And it is so natural an evolution of pedagogical trend of the day that the wonder is that it was left this Nebraska woman to develop it.

It is nothing more nor less than a discriminating application of the much-advertised "Project Method" extended skilfully and scientifically into the field of "Problems." We have had occasion recently to write rather critically of the "Project Method" when it is content to be a side issue, something "new," some extra burden to the curricula, an annoyance to teachers. We have insisted that the real value of the "Project Method" would only be revealed when made a notable contribution to school work in subjects

Miss Clark has the subject matter of geography divided into a series of workable study units or projects, which provide the teacher with abundant helps and a program that can be fitted to any course of study.

The unit studies show how to use the affairs of the child's world to bring out the practical business and social significance of the study of geography. They supply sufficient material and suggestive questions to teach the child to think in terms of geography as related to his own life. Each unit is self-contained, and deals in some cases with a particular geographical principle or feature, and in others with a country or well-defined section. A detailed outline shows how to handle each unit in a new and different way. In many respects it is a new conception of teaching geography. It has an original method of teaching map reading.

EDITORIAL WRITING. By M. Lyle Spencer, Ph.D., Director of the School of Journalism, University of Washington. Cloth. 370 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Dr. M. Lyle Spencer has created an excellent grouping of advice and counsel, experience and observation, quotations and illustrative selections, regarding editorials and editorial composition and types of editorials, informing and inspiring for would-be editors but, what is more to our purpose, his book is one of the best we have seen for the study of a winning style for anyone who wishes to write profitably along any line on any avenue for fame or fortune. We question if there has been written any book for a class in creative English that approaches Spencer's chapters on "The Editorial Paragraph." These subheadings cover some exceedingly clever enlightening suggestions. "How Paragraphs Are Made"—just captivating. Robert Quillen's account of how he happened to write in ten minutes and three seconds: "A child is simply a stomach entirely surrounded by curiosity." "Pointed Paragraphs," —news paragraphs, epigrams, aphorisms, parodies and puns, wit and humor. Here are 362 pages without sidetracking the interest for a minute, without losing the attention of the reader, without a trite expression. Any teacher of "How to Write" who does not read this book is either stupid or conceited.

THE HERE AND NOW PRIMER: HOME FROM THE COUNTRY. By Lucy Sprague Mitchell. Cloth. Illustrated. 681 Fifth Avenue, New York: E. P. Dutton and Company.

We are always interested in every thing Lucy Sprague Mitchell writes for children, because we have seen her with little people, or better yet we have seen little people with her, and it is always a revelation.

There is never anything mechanical in what she does with the children, and never anything artificial in what the children do with her, and this is most refreshing. Children in her school are always as natural as though there were no grown-up there, and her "Here and Now Series" of "readers" are written with the language which the children are actually using when they begin to read. She has no interest in the "vocabularies" of the "first thousand group." She makes her Primer vivid as well as repetitious. There are no "smear words" such as are the bulk of the scientific five hundred. When Lucy Sprague Mitchell has "repetition," it is in subjects which have natural patterns, patterns in which repetition is interest. Reading by the "eyeful," by as large a unit as the eye can take in is acknowledged to be the most rapid method, but "the length of the eye's span is not the thing to be taken into consideration in breaking a story into units; one cannot simply chop a story into lengths of millimeters."

The most defiant attitude of Lucy Sprague Mitchell is the omission of all pictures because they are side-tracking. Whatever the outcome of "The Here and Now Primer," it is the bravest pedagogical challenge we have seen in many a day, and it is by one who has a right to challenge, because she is a woman of vast achievement along the line of this activity.

CONTEURS FRANCAIS D'AUJOURD'HUI. Edited, with literary exercises, notes, and vocabulary, by Régis Michaud, Professor of the French Language and Literature, University of California. Cloth. Illustrated. xx+242 pages. Price, $1.08. New York: D. C. Heath and Company.

This is the second of the excellent Heath series of Contemporary French Texts, under the general editorship of Dean Earle B. Babcock of New York University. Professor Michaud is a recognized scholar who does not disdain to be a successful teacher, and his ability as teacher and scholar is well exemplified in the present book. In it he has made a selection from eight of the best contemporary writers of short stories—Boylesve, Bergerat, Margueritte (Paul), Mirbeau, Mille, de Miomandre, Frapié, and Barbusse. There are eighteen stories in all, some of the men being represented by as many as three selections. Some of the stories may be classified as "contes," some as "nouvelles," some as "récits," some as mere "épisodes." On this very question of classification Professor Michaud gives us a very entertaining and instructive discussion in the introduction, which is followed by definitions of the "conte" by six of the authors cited (Mirbeau and Paul Margueritte are dead), written in answer to the editor's query, "Qu'est-ce qu'un conte?" The introduction also gives a summary of the development of the French short story in the nineteenth century and a very useful bibliographical note. To the selections from each writer are prefixed a portrait and a brief critical estimate. The notes and vocabulary are thorough and ac-

curate. A feature of the book is the exercise material, which consists not only of the more or less usual questions and translation exercises, but also of literary exercises, suggestions for themes, "explications de texte," etc., suitable for students in advanced classes. The book is worthy of its predecessor, Henning's splendid edition of Hervieu's "La course du flambeau."

NOWHERE ELSE IN THE WORLD. A Story of a Soul in Revolt Against America Today. By Jay William Hudson, of the State University of Missouri. Cloth. D. Appleton and Company.

Hudson is a brilliant writer, a novelist of power, a literary artist. His first story, "Abbe Pierre," caught the market at once, revealed rare skill in balancing characters and emotions, and in this latest book, "Nowhere Else in the World," he has a scheme wholly new, an intense study of Chicago and Paris. The thread of infatuation wavering in intensity between a really beautiful, noble young woman in Paris—far away—an artist in every sense of the term, and a bewitching widow in a college town is as true to life as anything one often reads.

But high above the romance and the literary art is the description of Chicago, always in contrast with Paris, Chicago mighty in American spirit. New York is too provincial; Washington is too patrician; Boston is too haughty; Philadelphia is too placid; and San Francisco is too far away. .. Far enough westward to be independent of the Atlantic seaboard and of what is beyond the sea; crude, haphazard, prodigious, sprawling by its own splendid sweep of waters, it is the face and lusty creation of a new world impetuously feeling its way to power and self-realization. All the traits of adolescent youth—which are the supreme traits of young America—all these belong to this stupendous city, overgrown, husky, exuberant, loose-jointed, awkward, unkempt, boastful, yawping its excellences over the world; ridiculously sensitive of ridicule; ambitious beyond bounds; disdainful of the old, enamored of the new, its face to the future, dreaming strange dreams, eager, impudent, noisy, bawling, clamorous. Chicago was once the Gate of Empire: it is now the Throne of Empire. It is the spiritual capital of America."

There is fascination, entirely aside from the romance, in the various situations that eventually makes the beauty of Paris lose its charm, that brings into dominance the "go" and glory of Chicago, and finally, quietly naturally, nobly enthrones the artist of Paris—really of Cleveland. We do not wonder at the reception "Nowhere Else in the World" had immediately upon its appearance, for it was not only deserved, but it will make the next venture of Jay William Hudson all the more welcome.

UNMAILED LETTERS. By Joseph H. Odell. Cloth. 221 pages. New York: E. P. Dutton and Company.

We are enjoying essays of late—several books of essays by writers whom we have known only incidentally. Here are essays by a clergyman of whom I have known little. I had not planned to read much of "Unmailed Letters," but it was Christmas time of 1924 and the book opened to an essay of eight pages, the first words of which were: "Christmas brought me many beautiful pictures this year—." I had been looking through for the third time the wonderful array of Christmas cards that had come to me from France, Switzerland, Italy, Mexico, Canada and all parts of the United States, and so these opening words of the thirteenth "Unmailed Letter" were the approach to most delightful skirmishing in these essays. Here, for instance, is a definition of religion by a bronzed and shaggy guide, with a pipe in his mouth and a coon-hound lying contentedly across his feet: "Religion is feeling something until you come to think it's the only thing to think; then thinking about it till you want to do it, but if you do it long enough you go on doing it without thinking at all—then, it's you." There are innumerable things like that all through "Unmailed Letters."

THOUGHT QUESTIONS FOR STUDENTS OF AMERICAN HISTORY. By Fayette E. Moyer, Chairman of History Department, DeWitt Clinton High School, New York City. Paper. 57 pages. Boston: Ailyn and Bacon.

Mr. Moyer's prominence in the faculty of the DeWitt Clinton High School and, in no small degree, the scholastic reputation of that school is due to the exceptional results of Mr. Moyer's skill in making the students enjoy grappling with thought problems. We are sure that we have never seen 353 questions that have provided so much keen thinking on our part as those of Mr. Moyer.

If a student has studied any up-to-date text in American history thoughtfully, he can answer every one of them. Here are a few of the 353 questions: "For the United States the year 1588 was more than memorable, it was vital." Why?

"The town and the town meeting were as natural to New England as the plantation and the county were to Virginia and the other Southern Colonies." Why?

"The English Revolution of 1688-9 was a real revolution." What did it accomplish?

"When the new State Constitutions were formed, practically none of the governors was given the veto power." How do you explain that?

"MacDonough's victory on Lake Champlain was the most timely stroke of the war." Why?

"The declaration by the Supreme Court that an act of Congress is unconstitutional goes back to what practice of Colonial times?"

BOOKS RECEIVED

"Some Observations of Secondary Commercial Education." By Arnon Wallace Welch. New York: The Gregg Publishing Company.

"A Study of the Upper Limits of the Development of Intelligence." By Florence M. Teagarden. New York: Teachers' College, Columbia University.

"Practical Problem Projects." By F. W. Rawcliffe. Chicago: F. E. Compton and Company.

"Unit Studies in Geography." By Rose B. Clark. Price, $2.00. Chicago: World Book Company.

"Working Manual of Original Sources in American Government." By Milton Conover. Baltimore: "The Johns Hopkins Press.

"Free-Hand Drawing." By Beem and Gordon. Price, 88 cents. Milwaukee: Bruce Publishing Company.

"Exercises in Physiology." By Elmer Berry. Price, $2.00. New York: A. S. Barnes and Company.

"Elementary Algebra." By John W. Hopkins and P. H. Underwood. New York: The Macmillan Company.

"The Psychology of the Pre-school Child." By Baldwin T. Bird and Lorle L. Stecher. New York: D. Appleton and Company.

"The Education of Handicapped Children." By J. E. Wallace Wallin. Price, $2.25. Boston: Houghton Mifflin Company.

"Essentials of Sewing." By Rosamond C. Cook. Price, $1.40. Peoria: The Manual Arts Press.

"Le Francais Oral." By M. S. Pargment. Price, $1.20. Boston: D. C. Heath and Company.

"Editorial Writing." By M. Lyle Spencer. Boston: Houghton Mifflin Company.

"Devices and Diversions." By Alhambra G. Deming. Chicago: Beckley-Cardy Company.

"Historical French Reader." By Paul Studer and E. G. R. Waters. Price, $7.00.—"Alexandre Dumas Fils." By Hugh Allison Smith and Clarence E. Cousins. Price, $1.25. Oxford University Press, American Branch.

"Health for Every Day." By Maurice A. Bigelow and Jean Broadhurst.—"Health in Home and Neighborhood." By Maurice A. Bigelow and Jean Broadhurst. New York: Silver, Burdett and Company.

"Shorthand Dictation Exercises." By Jeanette C. Hall and William H. Cunningham.—"La Grammaire and Le Baron De Fourchevif." By Herman S. Piatt. Price, 56 cents.—"The Project Method in Classroom Work." By E. A. Hotchkiss. Price, $1.48. Boston: Ginn and Company.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Denton McBean, eighteen, recently suspended from the Lewis and Clark High school, Spokane, because he was married, was ordered reinstated by the county superintendent of schools after the case was referred to him by the Superior court. "I can not believe the legislature intended that a person should be denied the advantages of an education merely because he happens to be married before he arrives at the age of twenty-one," said the superintendent.

—

The Roxbury Latin School was founded in 1645 through the efforts of John Eliot, the apostle to the Indians. It was first called "The Free Schoole in Roxburie." The old record says: "Whereas, the inhabitantes of Roxburie, in consideration of their relligeous care of posteritie, have taken into consideration how necessarie the education of theire children in Literature will be to fitt them for public service, both in Churche and Commonwealthe, in succeeding ages. They therefore . . . "

The school has long been under private control and has received no support from current taxation, but it is free to boys whose parents reside within the limits of the old town of Roxbury. For generations it has been considered one of the best college preparatory schools in the country.

The success of the drive for $400,000 for a new building was practically assured when Philip M. Tucker of the class of 1895 announced that his class would give $100,000 provided the rest of the amount was raised before January 23.

Professor Charles H. Grandgent, class of 1879, head of the department of Romance languages at Harvard, is a leader in the drive. Dr. William C. Collar was a master in the school, 1857-67 and head master 1867-1907.

—

The famous dining room in Harvard Memorial Hall has been permanently closed. Hundreds of students who had never dined there before participated in the informal closing exercises.

—

The mounting expense of higher education and particularly the need of paying larger faculty salaries have caused Princeton University to increase undergraduate tuition from $350 to $400 per year. To avoid hardship to the needy students the value of scholarships will be raised.

—

The Federal Power Commission has authorized the construction of a dam on the Susquehanna River, and a power plant estimated to cost $52,000,000. The primary power capacity will be 280,000 horsepower, the ultimate capacity 480,000 horsepower. The power generated will be sold to the Philadelphia Electric Company.

—

A new graduate course in fuel engineering is to be established at the Massachusetts Institute of Technology.

The work will consist of one year of classroom work at the Institute and six months of field work, upon the completion of which a master's degree will be awarded. The course will include the study of gas engineering, various kinds of fuel; design of furnaces, retorts and similar apparatus; development and use of power, and design of power plants and their equipment; and internal combustion engines.

—

On January 24 the mid-year examinations at Harvard, scheduled to commence at nine o'clock, will be postponed until ten o'clock to allow the students to view the eclipse from the most favorable position.

The eclipse on January 24 will be total in the north part of New York city but not in the south; it will be total in southern Providence, but not in the northern part. Duluth, Buffalo, Rochester, Danbury, Hartford, New Haven, New London, Newport, New Bedford and Nantucket are within the path of totality.

—

A large class of Wellesley girls will make a pilgrimage to New London, Conn., to study the eclipse.

—

About 500 girls from Mount Holyoke College will make a trip to Windsor, Conn., under the auspices of the department of astronomy.

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President Coolidge will not need the famous kerosene lamp when he visits his old home next summer. The Vermont Hydro-Electric Company has announced that it will construct, next spring, an electric power line to Plymouth, Vt., from Ludlow, eleven miles away. Electric lights will be available in the building where the executive offices were located last summer, and in the dwellings of the little hamlet. Evidence is accumulating that this restful and inspiring spot in the heart of the Green Mountains will be the summer capital for many years.

Arrangements whereby students preparing to be supervisors of music in public schools may receive a college degree, and thus meet the requirements in many States, have been completed by the Boston University School of Education. The degree is that of bachelor of science in education.

Princeton University has asked the President to receive the degree of Doctor of Laws next June.

Speaking before the Association of American Colleges, Dean J. B. Johnson, University of Minnesota, said:-

"Collegiate enrollment in twenty years has increased from four to six and one-half times as fast as the population, but the many students who fail to make satisfactory standing constitute an appalling waste of time and money.

Colleges should endeavor to convey the idea that college is for people fitted to do college work and for the professions for which college trains, that other honorable and satisfying things can be done by those without the peculiar ability required for college work and that parents who send unqualified children to college waste their money and the children's time."

The deaths for the entire country from automobile accidents increased from 19,000 in 1923 to at least 20,000 in 1924, according to the National Safety Council.

It is credibly reported that a New York financier, a benefactor of Yale, is seriously considering a proposition to add to the university's array of buildings a cathedral which promises to be one of the finest of its kind in New England.

In his last annual report Governor Percival P. Baxter, retiring governor of Maine, emphasizes his conviction that the University of Maine at Orono should be divorced from state aid and control.

Dr. James Sullivan, Assistant Commissioner for Secondary Education, New York, has made an emphatic protest against the popular clamor for "No more home work," "Promote everybody," and other slogans to make life "a path of roses for the pupils." He asserts that the next step for principals to take should be to throw overboard all of the pedagogical doctrine which they have been learning about no home work, interest and the like, and begin an intensive campaign in their communities based on the fundamental doctrine that if the boys and girls wish to get an education they will have to work for it.

At the exercises in observance of Founders' Day at Cornell University, Ithaca, New York, January 12, Dr. Frank P. Graves, New York State Commissioner of Education, developed the idea that on an "aristocracy of service" rests the future development and improvement of American universities. He said: "Even the most gifted youth has no natural right to the advantages of a college education if he fails to make the most of his opportunities or to use them in the service of society that has granted him special privileges. He should be taught that such a privilege has been given him in order that his development may contribute liberally toward social welfare. Indeed, the more highly endowed he is, the more sensitive should he be made to his obligation."

The Founders' Day exercises of Clark University, Worcester, Mass., February 1-3, will be in honor, not only of the founder, Jonas G. Clark, but also of the first president of the university, Dr. G. Stanley Hall, and his chief assistant, Dr. Edmund C. Sanford.

Dr. Worth Hale of the Harvard Medical School spoke to the students of Middlebury College, January 12, on "Medicine as a Profession."

Professor Charles A. Holden, 1895, has resigned as director of the Thayer School of Civil Engineering at Dartmouth, to take effect at the close of the present academic year.

Thomas W. Lamont, 1892, of the firm of J. P. Morgan and Company of New York, addressed the undergraduates of Harvard, January 12, on "Foreign Trade and International Affairs." This lecture was one of a series on Choice of Vocation.

The lectures under the direction of the committee on education of the Twentieth Century Club of Boston were for many years considered among the most important educational events in New England. They appeared, however, to have accomplished their purpose and were discontinued. After an interval of about a decade a course has been announced, the first of which was given January 10 by Dr. Payson Smith, Massachusetts Commissioner of Education. His subject was "A Preview." He discussed the need of experimentation in education in the light of present industrial, social and economic problems. The other lectures of the course will be: January 17, "The Dalton Plan," by Ernest

Jackson, principal of the Dalton High School; January 24, "New Developments in Vocational Education," by Charles R. Allen, Federal Board of Vocational Education; January 31, "Pre-Kindergarten Schools," by Miss Abigail Eliot: February 7, "Habit Clinics," by Dr. Douglas A. Thom, Commissioner, Massachusetts Department of Mental Diseases.

In a report to the Association of American Colleges at its session in Chicago, January 9, Dean Frank W. Sanborn, of Wesleyan, chairman of the commission on athletics, made the following recommendations: Coaches should not receive salaries greatly in excess of teachers of similar grade, all athletic funds should pass through the college treasury, student gambling should be repressed, and the migrant and freshman rules enforced. There should be entire faculty control of intercollegiate athletics, with advisory bodies of alumni or students, and coaches should be appointed for at least a year instead of on seasonal tenure. The report condemned the acceptance of gifts from alumni and others for athletic purposes if any attached conditions limited the freedom of the faculty in the matter of athletic personnel or policy, solicitation of students by members of physical education staffs and "athletic scholarships." The commission held that even an expensive stadium was not an extravagance if the receipts were used for the general purposes of improvement of the physical condition of the student body as a whole.

MEETINGS TO BE HELD

JANUARY, 1925.

16: Louisville Educational Association, Louisville, Kentucky.

FEBRUARY.

23-24: Annual meeting of the National Academy of Visual Instruction, Cincinnati, Ohio. J. W. Ankeney, secretary, Ithaca, N. Y.

22-26: Department of Superintendence, Cincinnati, Ohio.

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